

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories which are related to definition of listening, types of listening, teaching and learning listening, method in teaching listening, problem faced in listening comprehension, movie, and using English movie in teaching listening skill.

2.1 The Definition of Listening

Listening is a critical element in the component language performance of second language learners, whether they are communicating at school, at work, or in the community (Rivers,1991). Moreover, listening is one of the elements that are important to the people who learn a second language,because by learning to listening, peoplewill be ready to face the Asean Economic Community,where English is used globally as a global communication language. Listening in communication has two kinds of activities involved, first is listening to the information and then writing (spoken to written), second is listening to information and then submit it to speak (spoken to spoken).

According to Cahyono (1997), in the process of listening, learners try to proced every information and they will recognize some information immediately and they also anticipate what is coming next. In listening, learners' attention is focused on message (language instant), and not on grammatical rule, as they try to concentrate on the message conveyed, the learner must then be able to infer the

meaning of the message even though there might be some language items in the message with which they are not familiar.

Listening is one of the names of subjects in Taman Pendidikan Islam Junior High School Sidoarjo. The teacher gives that lesson in order to provide the students a chance to learn about the correct pronunciation of the native speakers through several media like cassette and videos. From the statements above, it can be concluded that listening is one important element, by listening, the people will be able to process a variety of information. listening in education, where the students are more focused on the message rather than the grammar used. After listening, learners can conclude the meaning of the message contained in the information they gather. The teacher of Taman Pendidikan Islam Junior High School, in helping students to understand more about the correct pronunciation of English, used cassette and video as media in learning to listen.

2.2 The Types of Listening

According to Tarigan in Nabila Shabra (2011), there are basically four types of listening:

1. Marginal Listening

In this type, the students learn while doing something, such as a student listen to the radio while doing his homework.

2. Appreciative Listening

Appreciative listening is the type used when listens for enjoyment. Imaginatively, the listener is to experience and to feel what happens in the story, such as:

- a. Listening to a radio or television program
- b. Listening to stories or poetry

3. Attentive Listening

Attentive Listening is one of the basic of listening in which the listener will participate in existing situation. Attentive listening is required to eliminate the ignorance around us, such as directing, information and introduction. We can call it responsive listening. Attentive listening can take place in classroom for intance:

- a. Giving direction for assignment
- b. In making announcement and reports

4. Analytical Listening

Analytical listening means considering message that people gets, and compares the message with personal experience such as, listening to solve arithmetic problem.

From the statement above, the researcher concludes that There are four different types of listening that is suitable to the needs or situations of listeners when doing learning activities. In the teaching and learning activities in class likely to use the second type.

2.3 Teaching and Learning Listening

Harmer (2001, pp: 110) stated that one of the main reasons for teaching listening is because it helps students to acquire the language unconsciously even if the teacher does not attract the attention it is special features. In principle, the purpose of listening practice in the classroom is that students learn to the function of listening in a real life situation. The students could understand what they heard to determine previous knowledge, interpret the message through the analysis of

sounds, words and grammar, and interpret the message by activating background knowledge as well. Listening to the text and the same task with real life situations taught in a classroom listening, so that students can learn well. Generally, teaching and learning involves listening to real life situations so listening can be easily understood by students who are learning to listen.

2.4 Method in Teaching Listening

According to Harmer (2001), there are two methods in teaching listening. There are:

1. Top-Down Listening

The listeners must understand what speaker says based on what they have already known. This type of listening encourages students to listen for the main idea, predict what will happen next, and draw inferences or summarize the material.

Teachers can help students use top-down listening strategies by making sure they have prior knowledge of a topic before starting a new class discussion, and ask students to write down what they already know about a topic and what questions they have about the topic. During class or discussion, encourage students to see if their questions are answered.

2. Bottom-Up Listening

Bottom-Up listening encourages students to use the text or language to determine the meaning of a message. In the classroom, students can use supported reading to improve their ability to draw meaning from a text while listening. Supported reading is reading with recorded materials such as blank reading.

From the statement above, the researcher concluded that each method has its own purpose and function, Top-Down listening explained that before starting the start the lesson, students are expected to understand what is on the topic before the material was given as an example. In other words, the teacher first explains the material. It will be given on that day so that students understand. While, Bottom-Up listening is students are given questions about the topics that will be given and students will answer these questions by listening to the material.

2.5 Problem Faced In Listening

According to Anderson and Lynch (1988), the problems faced in learning listening can be caused by some sources. There are number of different ways in which the listeners can process or fail to process.

1. The listener may not hear well enough what has been said, due, for example, to competing background noise or unfamiliarity with the speaker's accent.
2. A common problem for the foreign listener is speech which may contain words or phrases that the listener can hear good enough but is unable to understand.
3. There are times when the listener is perfectly able to hear and understand the speaker but may have "switched off" consciously or unconsciously.
4. There are those messages, which the listener attends to fully and from which he tries to construct a coherent interpretation (Anderson and Lynch, 1988)

From the quotation above, it can be concluded that problems in listening skill is when situations in the classroom is noisy so that the listeners do not focus on the material given by teacher. Listener also have problems in listening when

they hear a speaker accent that can not be understood. Listener can hear well but there are difficult vocabulary to be understood so that it can be one of the problems of listeners. In crowded condition listener also cannot understand, and the last too many message conveyed so that make the listener confused to conclude.

2.6 The solutions of the Teaching and Learning Problems

According to Ur in Evi Retno (2007), there are some ways for the teacher to solve of the problems.

2.6.1 Use group work

This increases the sheer amount of learner to talk and also lowers the inhibition of learners who are unwilling to speak in front of full class. In group work, the teacher cannot supervise all learner speech; therefore, not all utterances are correct and learners sometimes may slip into their native language. However, even there are some mistakes of speech and mother tongue use; there are still any positif effects that the oral practice in group work is better than in full class set-up because students are usually willing to speak in front of small class.

2.6.2 Based on activity an easy language

It is expected in language classes that the learners can speak fluently with the minimum hesitation. Therefore, it is good idea to teach or review essential vocabulary before the activity starts.

2.6.3 Make a careful choice of topic and task to stimulate interest

In the class, the students are usually motivated to study well if the topic and the task given by the teacher are interesting for them. It is the teachers role to make interesting topic and tasks by choosing the topic which the students can do out of the classroom and interact with others. For example, if the topic is about tourism, the teacher can give them task to make an interview with the tourist.

2.6.4 Give some instruction or training in discussion skills

If the task is based on group discussion, the teacher role is to give instruction about participation by introducing it. For example, tell the students to make sure that everyone in the group contributes to the discussion; make a leader in each group to regulate participation.

2.6.5 Keep the students speaking the target language

The teacher might point one of the groups as monitor, whose job is to remind participant to use the target language, and perhaps report later to the teacher how well the group manages to keep to it. Even tough there is no punishment given, this can make the participant more careful when speaking.

From the explanation above, it can be concluded that in teaching and learning listening, the teacher should consider the students' characteristics. It is a very important aspect in order that teaching and learning process can be more effective.

2.7 Movie

According to Bazin (in Colman, 2009), Movie is combination of quite disparate parts, expressions, technologies and events and produce a whole unit.

Moreover, O'pray (2004) states that, film is a recording device which simply capture reality and as such it can have no aesthetic properties except those of what it records.

The advantages of using movie in teaching and learning process:

1. The students will not get bored during the process of teaching and learning and they can learn to concentrate more.
2. The students can improve their oral English because they must express their opinion about the movie itself.
3. There is a lot of information in the movie so that the students will enrich their knowledge about English.
4. There are many vocabularies in movie. Students can notice the new meaning of new words and also it can help students how to pronounce the words.
5. The students will improve their self-confidence while expressing their opinion (Faizin, 2009)

From the statement above, the researcher concluded that the movies is a combination of parts is quite disparate, technology to record expressions and events that become a reality in the movie itself and produces whole unit. So, the audience can feel the emotion shown in the movies because the actor or actress acts as if it is the reality of his or her own life.

Furthermore, the moviemaker does not just take a picture or shooting action actors or actresses, but also add sound and visual effects. Without the use of sound effects and visuals, the moviemakers were not able to make a good

movie. Therefore, a good movie will make the audience go and flow into the story and even the audience will cry and if it is a happy story, the audience will automatically smile and even laugh. Moreover, many benefits using movies in listening such as the students can understand new vocabulary and more interested in learning listening.

2.8 Using English Movie in Teaching Listening Skill

According to Viney, et al (2004) states that there are some techniques of teaching English movie as media:

1. Silent viewing activities

Silent viewing means turning off the sound on the TV or monitor and making use of the visuals on their own. This is most easily accomplished with the mute control. Silent viewing will be a prediction technique when students are viewing for the first time, and a reproduction technique when they have already seen and heard the section being used for silent viewing.

From the explanation above, it can be concluded that in silent viewing in question is turn off the sound so that the students can use the imagination in his mind as to what was discussed in the film. There are several ways that the first student activity when the film first aired will cause some predictions in the minds of students, questions that are suitable for this method such as guessing what people are talking about in the film. the second is to reproduce what initially be predicted at the beginning after that they will improve existing expression in the film and the intonation or pronounciation speaker.

2. Sound only activities

The teacher can play a section of one of the videos with the picture turned off so that they hear the dialogue but are unable to see the action. This can be done by using the brightness controls on the television, by unplugging the picture connectors or most simply by placing something in front of the screen, such as a jacket or a sheet of cardboard. Students can be asked either to predict what is happening visually, or to use the dialogue as a memory spur to recall what happened visually.

From the explanation above, it can be concluded that in this technique is the opposite of silent viewing technique for technique this one image in the film is turned off, but students can still hear what was being said in the film. students in this technique can predict what the action in the film by using an existing dialog.